

Implementing Individualized Education Programs in the Least Restrictive Environment



**Office of Exceptional Children
South Carolina Department of Education**

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CONTENTS

Introduction	1
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State Requirements

I. State-Required Timelines and Meetings	2
II. State-Required Meeting Participants	2
III. State IEP Requirements	2
IV. State LRE Requirements	3

Sample Procedures

I. Timelines and Meetings	4
II. Meeting Participants	5
III. Development of the IEP	12
IV. Accountability	19
V. LRE Procedures	20
VI. IEPs for Students Transferring from One School District to Another	22
VII. IEPs for Students Served in State-Operated Programs	23
VIII. Private School Placements	24
IX. Private School Participation	25

Sample Forms

Parent Letter of Invitation to IEP Meeting	27
Parent and Student IEP Invitation Response	28
IEP Parent Invitation Letter—Second Notice	29
IEP Proposal to Change Identification or Placement	30
IEP Team Meeting Follow-Up Letter	31
IEP Parent Information Sheet	32
IEP Form	33
IEP Goals and Objectives	39
ESY Student Eligibility Review Form	40
ESY Addendum	41
IEP Documentation of Consideration of Special Factors	42
Documentation for Provision of Braille Instruction	43
Student Progress Report	44
LRE Recommendations	45
LRE Recommendations, Preschool	47
LRE Documentation	48
IEP Intervention Documentation	49
Functional Behavioral Assessment	50
Behavioral Intervention Plan	54
PACT Testing Accommodations/Modifications Worksheet	56
High School Assessment Program Testing Accommodations/Modifications Worksheet	57

INTRODUCTION

Under the mandates of the Individuals with Disabilities Education Act (IDEA), the State Department of Education (SDE) is responsible for all education programs for children with disabilities administered within the state. Specifically, the SDE is charged with the responsibility of ensuring that all school districts/agencies providing special education and related services for students with disabilities not only carry out the mandates of the IDEA but also meet all additional requirements imposed by the state of South Carolina (34 C.F.R. § 300.600).

In its effort to ensure that providers of special education and related services for South Carolina students with disabilities are in compliance with all applicable state and federal regulations, the SDE has developed a series of five documents to provide guidance to school districts/agencies in the development and implementation of policies and procedures that ensure compliance with IDEA requirements for individualized education programs (IEPs). Each of the following subjects is the focus of a separate guidance document:

- Child Find,
- confidentiality,
- due process,
- implementing IEPs in the least restrictive environment (LRE), and
- surrogate parents.

The information in these five documents is directly based on the text of the IDEA and State Board of Education Regulations 43-243, “Special Education, Education of Students with Disabilities,” and 43-243.1, “Criteria for Entry into Programs of Special Education for Students with Disabilities.”

- The “State Requirements” section in each document provides explanations of specific requirements that are imposed by State Board of Education regulations in addition to those imposed by federal law. School districts/agencies must adhere to these state requirements and must incorporate them into their local policies and procedures.
- The “Sample Procedures” section in each document provides a framework for the local development or revision of school district/agency procedures or for evaluation of procedures currently in place. These procedures must incorporate the standards outlined in the previous section.
- The “Sample Forms” section in each document provides forms that reflect the requirements of federal and state statutes and implementing regulations. These forms are not mandated for district use.
- School districts and agencies may develop policies and procedures that exceed the requirements of state law and the sample procedures developed by the SDE.

STATE REQUIREMENTS

The following is an explanation of specific requirements that are imposed by State Board of Education regulations in addition to those imposed by federal law. School districts/agencies must adhere to these state requirements and must incorporate them into their local policies and procedures.

I. State-Required Timelines and Meetings

- **Implementation of the IEP:**

The school district/agency must implement appropriately completed IEPs within seven calendar days following the IEP meeting for students who are initially entering a program of special education or whose placement has been changed, except when the meetings occur during the summer or other school vacation periods.

- **IEP annual review meetings:**

IEP annual review meetings must be held no earlier than six weeks prior to the end of the school year in school districts/agencies that do not conduct annual reviews on birthdates. IEP annual review meetings that are scheduled according to birthdates must be held no earlier than six weeks prior to the student's birthday.

II. State-Required Meeting Participants

- **Parent participation:**

Documentation of efforts to ensure parent participation must contain evidence that every attempt possible was made to see that parents received and responded to the IEP invitation.

- **Agency participation:**

For a student age sixteen (or a student who will become sixteen years of age during the implementation period of the IEP) and older (and younger students if the IEP committee or the parents determine it is appropriate), adult service provider representatives from agencies that are providing transition services must be invited to the IEP meeting.

III. State IEP Requirements

- **IEP revision:**

A revision in the IEP will require a new IEP meeting consistent with all state and federal requirements.

- **Interim IEP:**

An interim IEP must be developed anytime an eligible child with a disability is temporarily placed in a program as part of the evaluation process and must include at least one annual goal with two objectives. An interim IEP must not be utilized for a

period exceeding thirty calendar days. The parents must agree to the interim placement prior to implementation. Within thirty calendar days, an IEP meeting must be conducted to develop/finalize the IEP and place the student in an appropriate program.

State-Required IEP Components

- A. The date (day, month, and year) of the IEP meeting must be stated on the IEP form.
- B. When test scores are provided in the “Present Levels of Educational Performance” section of the IEP form, the name of the test must be specified.
- C. A minimum of two short-term objectives/benchmarks must be developed for each annual goal.
- D. A statement to reflect whether or not the IEP is being used to meet academic plan requirements must be included on the IEP form.

IV. State LRE Requirements

The IDEA mandates that removal of a child with a disability from the regular educational environment should occur only if the child’s disability is so severe that he or she cannot be educated in regular classes with the use of supplementary aids and services (34 C.F.R. § 300.550)

- Placement in the LRE must be based on the needs of the student as delineated on the IEP form and *not* on his or her disability.

SAMPLE PROCEDURES

I. Timelines and Meetings

<p>The following is an explanation of timeline and meeting requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section G, “Individualized Education Programs (IEP).”</p>

- A. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a series of meetings in accordance with state and federal regulations. The school district/agency will conduct a meeting with all required participants to develop an IEP prior to providing special education and related services to a student with a disability. IEPs will be in effect at the beginning of each school year.
- B. The staffing team meeting to determine a student’s eligibility to initially enter special education will be held in conjunction with the IEP team meeting to develop that student’s IEP.
- C. The district representative, or his or her designee (or the speech-language therapist for a student who is speech disabled only), will collect and review the reports from the multidisciplinary evaluation and other relevant information about the student.
- D. If evidence suggests that an IEP meeting is warranted, the school district/agency and required participants will conduct a meeting within thirty calendar days following the completion of all evaluation procedures required for the potential placement of a student in accordance with Criteria for Entry into Programs of Special Education for Students with Disabilities.
- E. The school district/agency and required participants will initiate and conduct a meeting for the purpose of reviewing and, if appropriate, revising the IEP at least once every twelve months. IEP annual review meetings must be held no earlier than six weeks prior to the end of the school year in school districts/agencies that do not conduct annual reviews on birthdates. IEP annual review meetings scheduled according to birthdates must be held no earlier than six weeks prior to the student’s birthday. Reviews also will be conducted at other times, as warranted. The IEP team will determine whether the student is achieving the IEP annual goals and will revise the IEP as appropriate to address any lack of expected progress toward the annual goals or lack of expected progress in the general curriculum. The IEP revision will also address the student’s anticipated needs and the results of any reevaluation information about the student provided to or by the parents. The IEP team will determine the student’s placement relative to the LRE following the completion of all components of the IEP. Parents will be members of each group that makes decisions regarding their child.

- F. The school district/agency will implement appropriately completed IEPs within seven calendar days following the IEP meeting for students initially entering a program of special education or for students whose placement has been changed, except when the meetings occur immediately prior to or during the summer or other vacation periods.
- G. Approximately six months before a child turns three years of age, the BabyNet (early intervention) service coordinator will secure written consent from the parents to release and obtain information about the child in order to assist the school district in determining the child's eligibility for special education services. The service coordinator will forward these statements of consent, along with BabyNet's "Transition Referral Form" and pertinent records, to the coordinator of programs for children with disabilities in the school district or to the coordinator's designee. The service coordinator, in collaboration with the child's family and in conjunction with the school district representative, will arrange for a transition planning meeting that is to be held six months before the child's third birthday, but no later than ninety days prior to that birthday. School district representatives must be notified at least fourteen calendar days before the transition meeting is held. School district personnel must participate in a transition planning meeting requested by BabyNet service coordinators or representatives of agencies or other entities providing services to the child.

The IEP developed for a child who reaches age three during the summer must specify the special education and related services the child will receive upon his or her third birthday, including extended school year (ESY) services. If the IEP team determines that ESY services are not needed, the date of initiation of services will be the beginning of the upcoming school year. Waiting lists are not allowed for services for preschool children with disabilities.

Within ten days of the child's third birthday, a school district representative will complete the "School District Data" section of the BabyNet "Transition Referral Form" and return the form to the BabyNet service coordinator.

II. Meeting Participants

<p>The following is an explanation of meeting participant requirements specified in State Board of Education Regulation 43-243, titled "Special Education, Education of Students with Disabilities," Section G, "Individualized Education Programs (IEP)."</p>
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A. The IEP Team

Each school district/agency must ensure that the IEP team for each student with a disability includes the following individuals:

- the child's parents, legal guardian, or surrogate parent;
- at least one general education teacher of the child;
- a representative of the school district/agency, other than the child's teacher;
- at least one special education teacher who is qualified in the area of the child's disability;

- an individual who can interpret the instructional implications of evaluation results;
- the child who is the subject of the meeting, whenever appropriate;
- transition services participants, when appropriate;
- the director of career and technology education and/or the appropriate career and technology education representative for students who are fifteen years of age or who are in the ninth grade, whichever occurs first; and
- other individuals who have knowledge or special expertise regarding the child, at the discretion of the parent or school district/agency.

Specifics regarding the IEP team members:

1. **Parents, legal guardian, or surrogate parent** of the student with the disability. One or both of the student's parents, the legal guardian, or the surrogate parent must be invited to participate in the meeting. The term "parent" is defined as a biological parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed in accordance with the school district/agency's procedures. The term also includes persons acting in the place of a parent, such as a grandmother or stepparent with whom the child lives, as well as persons who are legally responsible for a child's welfare. The term does not include the state if the child is a ward of the state.
2. **At least one general education teacher of the student with a disability**, if that student is or may be participating in the general education curriculum. As a member of the IEP team, the general education teacher must, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of suitable positive behavioral interventions and strategies for the student and in the determination of supplementary aids and services, program modifications, or supports for school personnel that must be provided for the student consistent with the regulations.
3. **A representative of the school district/agency, other than the student's teacher**, who is qualified to provide or to supervise the provision of specially designed instruction to meet the unique needs of students with disabilities, who is knowledgeable about the general curriculum and about the availability of resources of the school district/agency, and who has the ability to commit these resources if needed. This person may also be acting in another role as a member of the IEP team. Such an additional role might be that of a district representative, or his or her designee, who meets state certification requirements for school administrators, supervisors, or special education instructional personnel; a principal; a special education consultant; a school psychologist; a guidance counselor; or a speech-language therapist and/or supervisor.
4. **At least one special education teacher** who is qualified in the area of the student's disability or, where appropriate, at least one special education provider for the student. The speech-language therapist is considered to be the child's teacher and must be in attendance at meetings to develop IEPs for any student who has only a speech-language impairment. The speech-language therapist may not serve as both the school district/agency representative and the teacher during the same meeting.

5. **An individual who can interpret the instructional implications of evaluation results** and who may also be acting in another role as a member of the IEP team:
- If a student is being placed for the first time in a category of disability requiring an evaluation by a school psychologist, then a school psychologist/educational evaluator, a licensed school psychologist, or a licensed psycho-educational specialist must participate in the meeting.
 - If a student is being placed for the first time in a category of disability *not* requiring an evaluation by a school psychologist (i.e., speech-language, hearing, vision, deaf-blind, orthopedically impaired, or other health impaired, unless a concomitant disability is present), then a person knowledgeable about the student's disability must participate in the meeting.
 - If it appears that a decision may be made during the staffing/annual review of an IEP to change the eligibility or the disabling condition of a student enrolled in special education whose category of disability requires an evaluation by a school psychologist, then a person who is either a school psychologist/educational evaluator, a licensed school psychologist, or a licensed psycho-educational specialist either must be present at the meeting or must provide a written report and/or statement, as appropriate, for presentation to the IEP team by the individual designated to interpret the instructional implications of evaluation results.
 - If it appears that a decision may be made during the staffing/annual review of an IEP to change the eligibility or disabling condition of a student enrolled in special education whose category of disability does *not* require an evaluation by a school psychologist, then a person knowledgeable about the student's disability must either be present at the meeting or must provide a written report and/or statement, as appropriate, for presentation to the IEP team by the individual designated to interpret the instructional implications of evaluation results.
 - If the student has a speech-language disability only, then a speech-language therapist must be present.
6. **The child who is the subject of the meeting**, whenever appropriate. The student must be invited to attend the meeting when the parents determine it is appropriate or when transition needs or services are to be discussed (age fourteen and older or younger if appropriate). If the student does not attend the meeting where transition needs or services are discussed, then the school district/agency shall take other steps to ensure that the student's preferences and interests are considered.
7. **Transition services participants**, when appropriate. If a purpose of the meeting is the consideration of transition services for a student, the school district/agency shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services. If an agency that was invited to send a representative to a meeting does not do so, the school district/agency shall take other steps to secure the participation of the other agency in the planning of any transition services.

8. **The director of career and technology education and/or the appropriate career and technology education representative.** This person must be invited to attend for a student who is fifteen years of age or who is in the ninth grade, whichever has occurred first. This requirement must be addressed for all students in grades nine through twelve, unless career and technology education is determined to be inappropriate during the meeting at the ninth-grade level. When it is determined to be appropriate, on a child-by-child basis, that representatives of career and technology education should participate in the IEP meeting, the fact that these representatives have been invited to attend the meeting must be documented in writing.
9. **Other individuals who have knowledge or special expertise regarding the child** at the discretion of the parent or the school district/agency, including related services personnel as appropriate. The determination of the knowledge or special expertise of the individual shall be made by the parents or the school district/agency who invited the individual to be a member of the IEP team.

B. Parent Participation

Each school district/agency must take steps to ensure that one or both of the parents of a student with a disability are present at each IEP meeting or are afforded the opportunity to participate.

At least seven calendar days prior to the meeting, the school district/agency must ensure that a letter is provided to the parents in the primary language of their home and that a copy is maintained in the student's file. The letter will include the following:

1. The specific purpose of the meeting.
2. The time (hour), date, and specific location (school or building) of the meeting.
3. The names and specific positions of the participants.
4. A statement of the parents' right to reschedule the meeting at a mutually agreeable time, date, and location.
5. A statement of the parents' right to determine whether their child is to be a participant.
6. A statement that their child will be invited to participate if transition needs and/or services are to be discussed.
7. A statement of the parents' right to bring other participants who have knowledge or special expertise regarding their child.
8. A statement of the parents' right to participate as equal member of the multidisciplinary team.
9. A statement of the parents' right to request a new IEP meeting anytime they feel that such is warranted.
10. A statement that the parents will be provided with an interpreter when a communication barrier exists.
11. A statement that if the student is fourteen years of age or older, or will turn fourteen during the effective dates of the IEP, the IEP team will discuss transition service

needs, focusing on his or her courses of study. If the student is sixteen years of age or older, or will turn sixteen during the effective dates of the IEP, the IEP team will discuss transition services and incorporate a transition services plan into the IEP. Transition services for younger students may also be discussed if the IEP team or parents deem these services appropriate.

12. A statement identifying the specific agencies likely to be responsible for providing or paying for transition services and a statement affirming that these agencies will be invited to send representatives to the meeting, if transition services are to be discussed.
13. A checklist for the parents to sign and return to their child's teacher stating either their intention to participate in the meeting as scheduled; their intention not to participate in the meeting; their need to reschedule the meeting for a different time, date, or location; or their desire to have the IEP meeting conducted by telephone conference on a specific date.

A second notification must be sent to the parents at least three calendar days prior to the IEP meeting as an effort to ensure their participation. A representative from the school district/agency will make transmit this second notification (which will include the same information as provided in the first notification) via letter or telephone. If the contact is made by telephone, appropriate documentation must be maintained to verify the name of the person making the contact, the person contacted, the date of the contact, and the information discussed during the conversation.

Additional documentation is required in the following circumstances:

- If the parents visit their child's school unexpectedly and request an IEP review and the required participants are able to conduct the IEP meeting at that time, the parents must receive a copy of the standard letter of invitation to an IEP meeting and must sign a waiver of the notification period on the "Parent and Student IEP Invitation Response" form. A copy of the letter and the response form will be maintained in the student's file.
- If it is determined that the only way the parents will be able to participate in the IEP meeting is through a home visit or a telephone conference call, or their being provided with transportation, or the meeting's being conducted after school hours, or another similar contingency, then such an arrangement will be made by a representative of the school district/agency, and written documentation will be maintained.
- An IEP meeting may be conducted without a parent in attendance if, after a minimum of two attempts, the school district/agency is unable to convince the parent to attend. In this case, the school district/agency must maintain copies of the letters of notification and documentation of the attempts to involve the parents. This documentation might include detailed records of telephone calls made or attempted; copies of any correspondence sent to parents and any responses received; and detailed records of visits made to the parents' home or place of employment. Documentation must contain evidence that every attempt possible was made to see that parents received and responded to the invitation. Copies of letters and other documentation will be maintained in the student's file.

- If the parents fail to attend at the IEP meeting, a copy of the IEP/LRE forms must be provided to them within ten calendar days following the meeting.

Parents, legal guardians, or surrogate parents attending the IEP meeting or the annual IEP review will sign a statement on the IEP form indicating that they

- have attended the IEP/LRE meeting and have participated as an equal member of the team in developing the IEP and in determining the least restrictive environment for their child,
- have read the IEP/LRE documents or had them read to them and understand the contents,
- agree with the educational and related services to be provided to the child as delineated on the IEP form,
- have received a copy of the IEP/LRE documents, and
- understand the IEP process.

The school district/agency shall take whatever action is necessary to ensure that the parents understand the proceedings at the IEP meeting. The school district/agency representative will review all available information to determine if a potential communication barrier exists. The school district/agency will arrange for an interpreter/transliterater for parents who are deaf or whose native language is other than English. When parents are in attendance at the IEP meeting, oral explanations will be provided and questions asked of the parents to ensure that they understand the proceedings.

If the parents indicate they do not understand the IEP, the school district/agency shall designate a representative of the IEP team to work with the parents in an effort to aid in their understanding of the IEP and its contents. Another IEP meeting will be conducted following the initial meeting, if necessary. If the parents do not agree with the IEP and do not sign the IEP, the school district/agency shall assume the ultimate responsibility to ensure that the IEP includes the services that the child needs in order to receive a free appropriate public education (FAPE). IEP decisions will not be based upon a majority "vote." If the IEP team cannot reach a consensus, the school district/agency shall provide the parents with prior written notice of the school district's/agency's proposals or refusals, or both, regarding the child's educational program, and the parents have the right to seek resolution of any disagreements through mediation or a due process hearing.

C. Student Participation in Transition

If transition needs and/or services are to be discussed at the IEP meeting, the student will be invited by the school district/agency to attend. Transition service needs will be discussed for all students who are age fourteen years and older or who will turn fourteen during the effective dates of the IEP (and for younger students if the IEP team determines it is appropriate). For students who are sixteen years of age and older or who will turn age sixteen during the effective dates of the IEP (and for younger students if the IEP team determines it is appropriate), the IEP team will develop a statement of needed transition services.

The student's teacher will give him or her an invitation to the IEP meeting. The letter will be explained to the student, and the student will indicate whether he or she would like to be in attendance at the meeting. The student will be asked to sign and date the "Parent and Student IEP Invitation Response" form, verifying that he or she is aware of the time of the IEP meeting and has been invited to the meeting.

The teacher will also sign and date the letter to document that the student was invited to the meeting. A copy of the letter with both the student's and the teacher's signatures will be kept on file.

If transition is discussed at an IEP meeting to which the student was not invited, a new meeting will be scheduled and conducted to allow the student an opportunity to the discuss transition services.

If the student chooses not to attend the IEP meeting, the following procedures will be employed to ensure that the student's preferences and interests are considered in the development of either a statement of transition needs or a transition services plan:

- The teacher will meet with the student prior to the IEP meeting to discuss options available such as employment opportunities, postsecondary education, community living arrangements, and recreation.
- The student's preferences and interests will be noted by the teacher and provided to the IEP team. This information will be discussed and used by the IEP team in developing either the statement of transition needs or the transition services plan.

D. Agency Participation in Transition

If a transition services plan is to be discussed at the IEP meeting, representatives of agencies likely to be responsible for providing or paying for transition services will be invited by the school district/agency. The transition services plan is required for all students who are age sixteen or older or who will turn sixteen during the effective dates of the IEP and for younger students, if the IEP team or the parents determine it is appropriate.

If a representative of an agency likely to be providing or paying for transition services does not attend the IEP meeting, the school district/agency will take other steps to obtain that agency's participation in the planning of any transition services. Such steps may include making a written referral of the student to that agency, placing a telephone call to that agency, or scheduling a conference that includes the school district/agency, the student, the student's parents, and a representative of that agency.

If an agency agrees to provide transition services but subsequently fails to provide them, the IEP team will reconvene as soon as possible to identify alternative strategies to meet the transition objectives for the student set out on the IEP form.

E. Signatures of Participants on the IEP Form

All members of the IEP team specify their professional positions on the IEP form and will sign and date the following statement:

“By our signatures below, we verify our agreement with the educational and related services to be provided to this student as delineated on this IEP form. Our LRE recommendations and this student’s placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.”

III. Development of the IEP

The following is an explanation of IEP development requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section G, “Individualized Education Programs (IEP).”

- A. The identifying information—which will have been recorded on the IEP form prior to the meeting and which includes the student’s name, date of birth, age, sex, grade, school district identification number, Medicaid identification number, primary disability, other disabling conditions, and date of the IEP meeting—will be reviewed at the annual IEP meeting.

The month, day, and year on which the IEP will be initiated (i.e., the beginning date for the IEP services and modifications)—as well as the month, day, and year on which the IEP is anticipated to be completed—will be stated on the IEP form.

The anticipated date of the IEP annual review meeting will be stated on the IEP form (month, day, and year).

The anticipated frequency, location, and duration of the services and modifications included in the IEP will also be stated on the IEP form.

- B. The student’s present levels of educational performance will be determined, and information relative to all areas of assessment will be recorded on the IEP form prior to the annual IEP meeting. It will be made clear to the parents and other participants that this IEP draft has been prepared for discussion purposes only and may be revised, where appropriate, during the meeting. Specific assessment findings must be included in the “Present Levels of Educational Performance” section of the IEP form and must accurately describe the student’s performance in any area of education that is affected, including academic areas (e.g., reading, math, communication including speech-language) and nonacademic areas (e.g., daily-life activities, mobility). The statement(s) will be written in measurable terms, to the extent possible, utilizing assessment information obtained within the last calendar year. Methods of assessment and assessment results that can be interpreted by all participants will be included. When used, test scores should reflect the impact of the relationship between the student’s present levels of educational performance and the other components of his or her IEP. When test scores are provided, the name of the test must be specified. A statement will be included

relative to how the student's disability affects his or her involvement and progress in the general curriculum—or, for a preschool child, how the disability affects his or her participation in appropriate activities.

- C. Measurable annual goals will be determined and stated on the “IEP Goals and Objectives” form. Recommendations regarding annual goals will be prepared prior to the annual IEP meeting. It will be made clear to the parents and other participants that these recommendations have been prepared for discussion purposes only and may be revised during the meeting. Annual goal statements will describe what a student with a disability can reasonably be expected to accomplish within one calendar year in his or her special education/related service program, and will relate to meeting the needs that result from the student's disability, and to enabling his or her involvement and progress in the general curriculum.
- D. Short-term objectives/benchmarks for each annual goal that relate to meeting the needs that result from the student's disability and to enabling his or her involvement and progress in the general curriculum will be determined and recorded on the “IEP Goals and Objectives” form. The student's other educational needs that result from his or her disability will also be determined and recorded on the IEP form. Recommendations regarding short-term objectives/benchmarks will be prepared prior to the meeting. It will be made clear to the parents and other participants that these recommendations have been prepared for discussion purposes only and may be revised during the meeting. A minimum of two short-term objectives that are measurable, intermediate steps between a student's present levels of educational performance and the annual goals established for the student will be developed for each annual goal. The objectives/benchmarks will be based on a logical breakdown of the major components of the annual goals and will serve as milestones for measuring the student's progress toward meeting the goals. The purpose of a short-term objective/benchmark is to enable a student's teacher(s), parents, and others involved in developing and implementing the student's IEP to gauge at intermediate times during the year how well the student is progressing toward achievement of a particular annual goal. Short-term objectives/benchmarks will not be revised without another IEP meeting being held.
- E. A statement of how the student's progress toward the annual goals will be measured will be recorded on the IEP form. The statement must include the method by which the child's parents will be regularly informed (at least as often as parents are informed of their nondisabled children's progress) of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year.
- F. A method of evaluation (e.g., structured anecdotal reports, permanent product recordings, event recordings, duration recordings, interval recordings, teacher observation) for measuring whether each short-term objective has been achieved will be determined and recorded on the IEP form.
- G. The criteria for determining the student's mastery of each objective will be established and recorded on the IEP form. Evaluation criteria will reflect the degree to which each objective is expected to be attained (e.g., 95 percent accuracy, nine out of ten times).

- H. The IEP will reflect the type of physical education (PE) services to be provided, such as regular PE, modified/adapted PE available to students who are nondisabled, specially designed PE, or PE in separate facilities. If the student has completed the requirements for PE or is medically exempt from PE, then the IEP team will reflect this fact in the designated space on the IEP form. If the student requires minor modifications in order to be able to participate in the regular PE program, the modifications will be described on the IEP form. If the student requires specially designed PE or PE in separate facilities, then the program will be addressed in all applicable areas of the IEP, including present levels of educational performance, annual goals, short-term objectives/benchmarks and a description of the services to be provided.
- I. Equal access to the full range of career and technology education programs will be provided to students with disabilities in the least restrictive environment (LRE). Whenever appropriate, career and technology education programs and activities will be included as a component of the IEP and will be planned through coordination with representatives of career and technology education and special education. The IEP will reflect the type of career and technology education to be provided, such as regular career and technology education for nondisabled students, modified/adapted career and technology education for nondisabled students, and specially designed career and technology education for disabled students.

Career and technology education will always be addressed in the IEP, even if “not applicable” is the appropriate remark, for those students who are fifteen years of age or in the ninth grade, whichever has occurred first. If the student requires minor modifications in order to be able to participate in the regular career and technology education program, the modifications will be described on the IEP form. If the student requires specially designed career and technology education, the program will be addressed in all applicable areas of the IEP, including present levels of performance, annual goals, short-term objectives/benchmarks, and a description of the services to be provided.

- J. Beginning when a student with a disability has reached the age of fourteen, or will reach fourteen during the implementation period of the IEP (or for younger students, if determined appropriate by the IEP team), the IEP team will develop and update annually a statement of the transition service needs of the student under the applicable components of the student’s IEP that focus on his or her courses of study (such as participation in Advanced Placement courses or a career and technology education program).

For each student who has reached the age of sixteen, or will reach sixteen during the implementation period of the IEP (or for younger students, if determined appropriate by the IEP team), the IEP team will develop a statement of needed transition services. The IEP team will discuss the student’s preferences and interests related to post-school activities. Transition services will be developed and incorporated into the IEP to address the student’s transition from school to adult activities. This coordinated set of activities shall be based upon the individual student’s preferences and interests and shall include instruction, related services, community experiences, and the development of employment and other post-school adult-living objectives. When appropriate, acquisition of daily-living skills and functional career and technical evaluation also will be

addressed. All transition services will be provided at no cost to the student or to his or her parents and will address the following components:

- the student's preferences and interests;
- employment or other post-school living outcome objectives describing what the student will be doing after leaving secondary education;
- instructional objectives that are linked to the projected post-school outcome goals;
- community-based experiences describing how the community is to be used to help the student reach the post-school outcomes; and
- other agency services (or any needed linkages) listing responsibilities, timelines, and appropriate evaluation criteria.

K. The school district/agency must designate a person to orally explain to the student his or her rights under the IDEA. Beginning at least one year before the student reaches the age of eighteen, a statement that the student has been informed that the rights that will transfer to him or her on reaching the age of majority will be included on the IEP form. The IEP must also include a statement that the parents will be informed that the rights will be transferred to the student (unless the student has been determined to be incompetent in accordance with state laws, the parent obtains a power of attorney, or the student signs a waiver provided by the school district/agency stating that the parent may continue to be accorded all rights under the IDEA) but that the parents will continue to receive required parental notices.

L. The term "ESY services" means special education and related services that are provided to a student with a disability beyond the normal school year of the school district/agency, in accordance with the student's IEP and at no cost to the parent of the child and that meet the requirements of State Board of Education Regulation 43-243. The determination of a student's eligibility for extended school year (ESY) services will be made during the IEP meeting. The need for the ESY program will be recorded on all students' IEP forms, and such services will be made available, as appropriate, to meet the individual needs of all students with disabilities. However, ESY services must be provided only if a student's IEP team determines, on an individual basis, that these services are necessary for the provision of a FAPE to the student. The school district/agency shall neither limit ESY services to particular categories of disabilities nor unilaterally limit the type, amount, or duration of the services.

The IEP team will review and complete the "ESY Student Eligibility Review Form" as well as appropriate data related to the student's progress toward identified critical goals and objectives that may include, but not be limited to, the following:

- the student's current and previous IEPs,
- checklists/curriculums showing when skills were mastered by the student,
- the student's attendance information,
- recommendations from professionals,
- behavioral logs,
- video/audiotape documentation of student performance, and
- parent interviews.

- M. The IEP must include a statement that the appropriateness of ESY services has been determined. If ESY program/services are determined to be required, the IEP team must develop an addendum to the student's IEP that specifies the ESY services. The ESY addendum must include the following components:
- the annual goals and short-term objectives/benchmarks from the student's current IEP that will be continued during the extension of the school year;
 - the type of special education and related services to be provided, the location of these services, the amount of time the student is to spend in special education, and the projected beginning and ending dates of the ESY services; and
 - the type of transportation to be provided, if necessary.
- N. The IEP team will determine whether the student will be subject to the rules/guidelines as outlined in a school's student handbook. Any adaptations that the IEP team has determined necessary must also be explained on the IEP form.
- O. The IEP will address whether the student will work toward a state-issued diploma or a certificate.
- P. All students in South Carolina must participate in regular statewide and districtwide testing programs with appropriate accommodations and modifications in administration, if necessary. Students with disabilities for whom the regular state assessment program is inappropriate, even with accommodations, must participate in an alternate assessment program. The IEP team must use the stated criteria for student participation in alternate assessment to determine whether the student will be given access to that method of assessment. Any individual accommodations and/or modifications in the administration of statewide and districtwide assessments that a student needs in order to participate in the assessment must also be recorded on the IEP form. If the IEP team determines that the student must participate in an alternate form of a particular statewide or districtwide student-achievement assessment, a statement as to why that assessment is appropriate for the student and a description of the assessment must be recorded on the IEP form.
- Q. The IEP team will state whether the promotion/retention standards required of the student must be different from those required of nondisabled students. If alternative promotion/retention standards are necessary, the IEP team must describe the specific standards that are applicable for the student.
- R. A FAPE must be made available to all children with disabilities between the ages of three and twenty-one residing in the state, including students with disabilities who have been suspended or expelled from school. The IEP team must determine the need for related services (e.g., mental health services including psychological counseling, physical therapy, occupational therapy). All related services that are needed to enable the student to benefit from special education must be listed on the IEP form. These services must be provided at no cost to the student or to his or her parents. Each related service and the amount of time that the particular service is to be provided must also be stated on the IEP form. Related services must be addressed, even if "not applicable" or "none" is the appropriate remark.

Changes in the amount of time allotted to each service listed on the IEP form may be made only through another IEP meeting. For routine or maintenance types of related services (e.g., daily minibuss transportation), a description of the service(s) must be recorded on the IEP form. Goals, short-term objectives/benchmarks, and the student's present levels of performance must be specified for all other related services involving any type of instructional activity provided to the student (e.g., learning to control his or her behavior on the bus, learning to self-catheterize).

- S. The IEP team must consider the student's need for an academic plan. If it is determined that bringing the student to grade level is consistent with the goals and objectives in the student's IEP, then a determination must be made as to whether the existing IEP adequately addresses the necessary academic assistance to bring the student to grade level. If it does not, then the team must develop an academic plan that can be either a separate document or a part of the student's IEP.
- T. The IEP must include a description of the specific special education and related services, the program modifications or supports, and the supplementary aids and services to be provided to the student or on behalf of the student. The IEP must also include a description of the program modifications or supports for school personnel that must be provided to enable the student to
- advance appropriately toward attaining the annual goals,
 - be involved and progress in the general curriculum in accordance with his or her present levels of educational performance,
 - participate in extracurricular and other nonacademic activities, and
 - be educated and participate with other children with disabilities and with nondisabled children in appropriate activities.

The IEP team must indicate the frequency and location of each supplementary service, the program modification or supports, or the aid to be provided. The school district/agency must ensure that assistive technology devices or assistive technology services, or both, are made available to a student with a disability if such services are required as a part of his or her special education, related services, or supplementary aids and services. On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in the settings is required if the student's IEP team determines that he or she needs access to those devices in order to receive a FAPE.

- U. The IEP must specify the extent (e.g., hours per week, periods per week) to which the student will participate in academic, nonacademic, and extracurricular activities in the regular educational environment. The amount of time the student will spend in the special education program must also be stated on the IEP form in terms of hours per week or periods per week.
- V. In developing each student's IEP, the team must consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the student, and the results of the student's performance on any general statewide or districtwide assessments, as appropriate.

The IEP team shall document the consideration of special factors:

- If student manifests behavior that impedes his or her learning or that of others, the IEP team must consider appropriate approaches including behavioral interventions, strategies, and supports to address that behavior.
- If a student has limited English proficiency, the team must consider the language needs of the student as such needs relate to his or her IEP.
- If a student is blind or visually impaired, the IEP team must provide for instruction in braille and the use of braille unless the team determines—after an evaluation of the student’s reading and writing skills and an appraisal of his or her needs with regard to appropriate reading and writing media, including an evaluation of his or her future need for instruction in braille or the use of braille—that instruction in braille or the use of braille is not appropriate for the student. In accordance with S.C. Code Ann. § 59-34-40 (Supp. 2002), instruction in braille reading and writing must be sufficient to enable each legally blind student to communicate effectively and efficiently with the same level of proficiency expected of the student’s peers of comparable ability and grade level. The legally blind student’s IEP must specify
 - a. the results obtained from the assessment required pursuant to Section 59-34-30,
 - b. a description of how braille will be implemented as the primary mode for learning through integration with other classroom activities,
 - c. the date on which braille instruction will commence,
 - d. the length of the period of instruction and the frequency and duration of each instructional session,
 - e. the level of competency in braille reading and writing the student is to achieve by the end of the period and the objective assessment measures to be used, and
 - f. a description of the evidence used to determine that the absence of braille instruction or use would not impair the student’s ability to read and write effectively if a decision has been made with respect to the assessment that braille instruction or use is not required for the student.
- The team must consider the communication needs of the student. If a student is deaf or hard of hearing, the IEP team must consider the full range of his or her language and communication needs, including opportunities for direct instruction in the student’s language and communication mode and opportunities for the student to have direct communications with peers and professional personnel in his or her language and communication mode.
- The IEP team must consider whether a student with a disability requires assistive technology devices and services.

If, in considering these factors, the IEP team determines that a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for him or her to receive a FAPE, the IEP team must include a statement to that effect in the student’s IEP.

- W. In conducting a meeting to review and, if appropriate, revise a student's IEP, the team must consider the factors stated in section G(10) of R 43-243, "Development, Review, and Revision of IEP," and repeated in this document, above. If the team determines that a student needs a particular device or service including an intervention, accommodation, or other program modification in order for him or her to receive a FAPE, the team must include a statement to that effect in the student's IEP. The IEP team is not required to include information under the component of a student's IEP that is already contained under another component.
- X. The IEP must be finalized before placement and be in effect before special education and related services are provided to the student. The IEP must be implemented as soon as possible but no later than seven calendar days following the IEP meeting. The student's IEP must be accessible to each general education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation. Each teacher and provider shall be informed of his or her specific responsibilities related to implementing the student's IEP and the specific accommodations, modifications, and supports that must be provided for the student in accordance with the IEP.

IV. Accountability

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled "Special Education, Education of Students with Disabilities," Section G(17), "IEP Accountability."

- A. Special education and related services must be provided to a student with a disability in accordance with the student's IEP.
- B. A good faith effort must be made to assist the child to achieve the goals and objectives listed in his or her IEP, but the school district/agency, teachers, and other persons will not be held accountable if a student does not achieve the growth projected in the annual goals and objectives. A parent has the right, however, to ask for revisions of the student's IEP or to invoke due process procedures if the parent feels that the appropriate efforts are not being made.

V. LRE Procedures

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section I, “Least Restrictive Environment (LRE).”

- A. The IEP team will fully address and complete all IEP components prior to determining the LRE and placement for the student. For each student with a disability, the IEP team will address the following two questions on the IEP form regarding least restrictive environment:
 - Is the student to be removed from the regular educational environment? (Note: “Removal from the regular environment” means that the student is in special education for more than 60 percent of the day.)
 - Is the student to be placed in the school he or she would normally attend if not disabled?
- B. Prior to responding to the above two questions, the IEP team may review the following information regarding the student to assist them in making their LRE decisions:
 - evaluation reports,
 - report of behavior/discipline problems,
 - intervention reports,
 - the student’s IEP, and
 - referral forms.
- C. Following the review of all relevant reports and records, the IEP team will make the LRE decisions.
- D. The removal of a student with a disability from the regular educational environment will be based on the current IEP. For a student who was previously removed from the regular educational environment, the IEP team will determine, at least on an annual basis during the review of the IEP, whether removal is justified based on the new IEP.
- E. If the student is to be removed from the regular educational environment, then the IEP team will complete the form titled “LRE Recommendations” to justify the removal; to describe how the student will participate with nondisabled students in academic, nonacademic, and extracurricular activities; and to document that a continuum of alternative placements was considered in selecting the appropriate placement for the student.
- F. The IEP team will consider and discuss the following information in determining the LRE:
 - The effect that the nature and severity of the student’s disability has on his or her educational performance as documented in evaluation data and the student’s present levels of performance as documented on the current IEP form. If there is an effect, the IEP team will document this effect on the “LRE Documentation” form.

- Whether the presence of this student in the regular education environment substantially and consistently creates disruption that adversely affects the educational performance of his or her regular classroom peers. If there is a disruptive effect, the IEP team will document this effect on the “LRE Documentation” form.
- Documentation of interventions that were attempted with the student during the past twelve months to accommodate him or her in the regular education environment. Such documentation will be maintained on the “IEP Intervention Documentation” form.
- The need for supplementary aids and services that are reasonably calculated to confer educational benefit in the regular education environment. If it is determined that even with supplementary aids and services the student would not derive educational benefit in the regular education environment, the IEP team will complete the “LRE Recommendations” form and will indicate the supplementary aids and services on the IEP form.
- The academic, nonacademic, and extracurricular activities in which the student will participate with age-appropriate nondisabled students. The IEP team will consider whether there are any specific types of academic, nonacademic, or extracurricular activities that, even though otherwise appropriate, are inadvisable for the disabled student because of his or her medical condition or other conditions.
- Activities that will include, but will not be limited to, the following: subject areas (e.g., reading, math, science, social studies), meals, homeroom, assemblies, health services, referral services, recreational activities, field trips, employment, clubs, study hall, special interest groups, recess, counseling, library, fine arts (e.g., music, art, drama), and athletics. For each academic, nonacademic, and extracurricular activity deemed appropriate for the student, the IEP team will estimate the extent of time that the student will participate in the activity with nondisabled students. Supplementary aids and services necessary to support these checked activities are to be included on the IEP form.
- All of the various components of the IEP (e.g., levels of educational performance, goals, objectives) in selecting the appropriate placement option for the student. In making its recommendation, the IEP team will consider each of the program options (from the range of options delineated in the list below). The IEP team will check the recommended placement on the “LRE Recommendations” form:
 - a. regular class with supportive services (itinerant/resource),
 - b. self-contained class,
 - c. special school,
 - d. hospital/medical homebound,
 - e. home-based,
 - f. community agencies (e.g., Head Start for preschool children), or
 - g. other.

- Whether the program option recommended for the student is as close as possible to the student's home. If the IEP team bypasses an appropriate program option that is located in close proximity to the student's home in favor of a program option that is located farther away, the IEP team will include in the student's file documentation regarding the reason why the student cannot be educated closer to home.
- Whether any harmful effect on the student or on the quality of services could result from the student's being placed in the recommended program option. The IEP team will specify any concern on the "LRE Recommendations" form or the "LRE Recommendations, Preschool" form, as appropriate.

After completing the "LRE Recommendations" form, the IEP team will attach it to the IEP form and will utilize this information to justify the placement of the student into the recommended program. Each member of the IEP team will sign and date a statement on the IEP form verifying

- a. that he or she agrees with the educational and related services delineated on the IEP form and
 - b. that the LRE recommendations and the student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.
- G. If additional needs must be fulfilled before a final placement decision can be made (e.g., the need to receive school records, the need for a new evaluation for a student recently transferring to the school district/agency, the need to temporarily place the student to aid in the evaluation process), the IEP team will develop an interim IEP, and the student will be temporarily placed. The parents will agree to the interim placement before it is carried out, and they will be involved throughout the process of developing, reviewing, and revising the IEP. Within thirty calendar days an IEP meeting will be conducted to finalize the development of the IEP and place the student in an appropriate program.

VI. IEPs for Students Transferring from One School District to Another

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled "Special Education, Education of Students with Disabilities," Section G(15) "IEPs for Students Transferring from One School District to Another."

The following sample procedures apply *only* to school districts:

- A. When a student transfers into the district from another district, an IEP meeting will be conducted in accordance with approved district procedures immediately after the parents enroll the student (but always within seven calendar days following enrollment) to review former placement and school records and to revise the IEP where necessary.
- B. The IEP meeting will be conducted prior to the student's receiving special education and related services. If additional information is needed before a final decision can be made, an interim IEP will be completed and, with the approval of the parents and other appropriate IEP participants, the student will be temporarily placed.

- C. If the original IEP is not available, a new IEP will be developed and completed within thirty calendar days following the student's transfer.
- D. A State Department of Education–certificated level II or III school psychologist may use a test report from a properly qualified psychologist, provided the report is based upon the required instruments. The level II or III school psychologist utilizing such a report shall attach a signed statement that he or she is accepting and verifying the content of the report. A “qualified psychologist” is one who is not certified as a school psychologist by the State Department of Education but is instead employed by a state of South Carolina institution that serves persons with disabilities and is authorized by that institution to perform psychological testing. The term “qualified psychologist” also includes a person possessing authority from another state department of education to perform psychological testing.

VII. IEPs for Students Served in State-Operated Programs

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section G(16), “IEPs for Students Served in State-Operated Programs.”

The following sample procedures apply *only* to school districts:

- A. When the district initiates placement in a state-operated program (SOP) having educational responsibility and the SOP accepts jurisdiction, the district representative, or his or her designee, will confer with the appropriate personnel in the SOP who are responsible for developing/reviewing the IEP and will maintain documentation.
- B. When a student with a disability who was formerly served by an SOP transfers to the district, the district representative, or his or her designee, will confer with the appropriate personnel in the SOP for review and, if appropriate, revision of the current IEP and will maintain documentation.
- C. When the district maintains educational responsibility for a student with a disability and contracts with an SOP for service delivery, the district representative, or his or her designee, will ensure that the IEP is initially developed and subsequently reviewed in accordance with duly approved district procedures and will involve the SOP. Documentation will be maintained.

The following sample procedures apply *only* to SOPs:

- A. The SOP representative, or his or her designee, shall ensure that an IEP is developed for all students with disabilities under the jurisdiction of the SOP.
- B. When a district initiates placement in the SOP and jurisdiction is accepted, the SOP representative, or his or her designee, will confer with the appropriate school district personnel for review and, if appropriate, revision of the current IEP. The IEP will be in

effect prior to the provision of special education and related services. The SOP representative, or his or her designee, will ensure that the IEP is subsequently reviewed and revised, if appropriate, and will involve the school district. Documentation will be maintained.

- C. When a student with a disability formerly served by the SOP transfers to a school district, the school district/agency representative, or his or her designee, will confer with the SOP for review and, if appropriate, revision of the current IEP. Documentation will be maintained.
- D. When a school district maintains educational responsibility for a student with a disability and contracts with the SOP for service delivery, the SOP representative, or his or her designee, will confer with the appropriate personnel in the school district regarding review and, if appropriate, revision of the IEP. Documentation will be maintained.

VIII. Private School Placements

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section G(14), “Private School Placements by Public Agencies.”

The following sample procedures apply *only* to school districts:

- A. When it is necessary to provide special education and related services in programs other than those in public schools, these placements must not occur until it has been determined that the student cannot be appropriately educated by another governmental agency of the state.
- B. Before a district places a student with a disability in a private school, an IEP meeting will be conducted, and the district representative, or his or her designee, will ensure that an IEP will be developed in accordance with approved district procedures.
- C. A representative of the private school will be invited to participate in the IEP meeting. If the representative is unable to attend the meeting, the district representative, or his or her designee, will ensure that an individual or conference call will be arranged to enable the representative to participate.
- D. After a student with a disability enters a private school, the district representative, or his or her designee, will ensure that the IEP is reviewed and revised in accordance with approved district procedures and will involve the appropriate representatives of the private school. The district is responsible for ensuring the delivery of a FAPE to a student with a disability placed in a private school, even if he or she has been placed there by a state agency rather than by the school district.

IX. Private School Participation

The following is an explanation of requirements specified in State Board of Education Regulation 43-243, titled “Special Education, Education of Students with Disabilities,” Section G(14), “Private School Placements by Public Agencies.”

The following sample procedures apply *only* to school districts:

- A. When a student with a disability whose parents or guardians are legal residents of the district is enrolled in a private school and receives special education and warranted related services from the district, the district representative, or his or her designee, will ensure that a meeting to develop, review, and revise a services plan for the student is conducted in accordance with approved district procedures.
- B. A representative of the private school will be invited to participate in the meeting. If the representative is unable to attend the meeting, a conference call will be arranged by the district representative, or his or her designee, to enable the representative to participate.

SAMPLE FORMS

Parent Letter of Invitation to IEP Meeting

Student's name: _____

School/district: _____

First invitation date: _____ Second invitation date: _____

Dear _____:

- ☐ Initial IEP
- ☐ Annual Review
- ☐ Special Review
- ☐ Transition
- ☐ Reevaluation
- ☐ Manifestation
Determination Review

You are invited to participate as an equal member of an individualized education program (IEP) team that will meet on *[date and time]* at *[location]* for the following purpose(s):

- ☐ To discuss the findings of the recent evaluation/reevaluation and determine eligibility/continued eligibility for special education services. Before we begin the IEP meeting, we will provide you with a copy of the evaluation report and discuss it with you. If you prefer to have a copy of the evaluation report prior to the meeting, please contact us, and we will send one to you.
- ☐ To develop an initial IEP if appropriate.
- ☐ To conduct an annual review of your child's IEP.
- ☐ To conduct a special review of your child's IEP. (If this is a proposed change in identification or placement, please see attachment.)
- ☐ To discuss transition service needs or to develop a transition plan.
- ☐ To review existing evaluation data and develop a reevaluation plan.
- ☐ To conduct a manifestation determination review meeting.

If it is determined that your child qualifies for or should continue in a program of special education, an IEP will be developed and the least restrictive placement will be determined. An IEP is a written document that includes goals and objectives to ensure that your child receives an appropriate education that has been designed to meet his or her special learning needs.

If your child is fourteen years of age or older (or will turn age fourteen during the effective dates of the IEP), the IEP team will discuss transition service needs, focusing on his or her courses of study. If your child is sixteen years of age or older (or will turn age sixteen during the effective dates of the IEP), the IEP team will discuss transition services and incorporate a transition services plan into the IEP. Your child will be invited to participate as an equal member of the IEP team anytime that transition service needs or services are discussed. At that time, we will discuss your child's interests and preferences as they relate to the development of the transition plan. Transition services will be discussed for younger children if the IEP team or you determine it is appropriate. If transition services are to be discussed, the specific agencies that are likely to be responsible for providing or paying for transition services must be identified and invited to the meeting. **The following individuals will attend the meeting:**

Name	Position	Name	Position

You may bring other individuals who have knowledge or special expertise regarding your child to the meeting if you wish. Additionally, you have the right to determine whether your child will attend the meeting. If transition will be discussed, we will invite your child. If there is a communication problem, please notify me five days prior to the meeting, and an interpreter will be provided. You will be provided a copy of your child's IEP. Your child's IEP will be reviewed and revised annually, and you will be invited to participate in the annual review meeting. You may request a new IEP team meeting anytime you feel it is necessary. It is important that you be involved in all educational decisions regarding your child. Attached is the State Department of Education booklet *Listing of Parental Rights*, which includes a full explanation of all procedural safeguards. For additional information, please call me at _____ - _____ - _____.

Please complete the attached "Parent and Student IEP Invitation Response" form and return it to me within five calendar days to let me know your plans regarding this meeting. It is very important for you to attend this meeting, and I look forward to seeing you there. You have the right to reschedule the meeting at a mutually agreeable time, date, and/or location. Please let me know if we need to reschedule the meeting by calling _____ - _____ - _____ or by writing a note on the "Parent and Student IEP Invitation Response" form.

Very truly yours,

Name: _____

Position: _____

Enclosures:

- ☐ Draft copy of IEP proposed by district/agency
- ☐ "Parent and Student IEP Invitation Response" form
- ☐ Parent Guide to Special Education
- ☐ "IEP Parent Information Sheet"
- ☐ "IEP Proposal to Change Identification or Placement" form
- ☐ Other (*specify*): _____

Parent and Student IEP Invitation Response

Student's name: _____

PARENT RESPONSE

Please check *one* of the following:

☐ I will attend the meeting as scheduled.

☐ I cannot attend the meeting as scheduled, but I would like to reschedule for _____
Date, time, and location

☐ I am unable to attend the meeting, and I do not wish to reschedule.

☐ I would like to have the IEP/LRE meeting conducted by telephone conference on _____
Date and time

Signature of parent/legal guardian/surrogate parent

Date

_____-_____-_____
Telephone number

PARENT WAIVER STATEMENT (*when applicable*):

☐ The seven-day requirement for parent notification of an IEP meeting is hereby waived with my permission.

I understand the reason for the waiver to be: _____

Signature of parent/legal guardian/surrogate parent

Date

STUDENT RESPONSE (*when applicable*):

My signature here indicates I am aware of the time of the IEP meeting and have been invited:

Signature of student

Date

Please return this page to _____

Office Use Only

Date of contact:	Type of contact: <input type="checkbox"/> Telephone <input type="checkbox"/> Written <input type="checkbox"/> Personal <input type="checkbox"/> Other (<i>specify</i>):	Person making contact:
Date of contact:	Type of contact: <input type="checkbox"/> Telephone <input type="checkbox"/> Written <input type="checkbox"/> Personal <input type="checkbox"/> Other (<i>specify</i>):	Person making contact:
Date of contact:	Type of contact: <input type="checkbox"/> Telephone <input type="checkbox"/> Written <input type="checkbox"/> Personal <input type="checkbox"/> Other (<i>specify</i>):	Person making contact:

Contact notations: _____

IEP Parent Invitation Letter—Second Notice

Student's name: _____

School/district: _____

Date: _____

- | |
|--|
| <input type="checkbox"/> Initial IEP |
| <input type="checkbox"/> Annual review |
| <input type="checkbox"/> Special review |
| <input type="checkbox"/> Transition |
| <input type="checkbox"/> Reevaluation |
| <input type="checkbox"/> Manifestation
Determination Review |

Dear _____:

We are looking forward to meeting you on [*date and time*] _____
at [*location*] _____ to discuss your child's educational needs. At
this meeting we will talk about your child's educational program. It is very important for you to
meet with us.

Please contact me by telephone at _____ - _____ - _____ if the time, date, or location
specified above is not convenient for you.

Thank you for your participation in your child's educational program.

Very truly yours,

Name

Position

IEP Proposal to Change Identification or Placement

Student's name: _____ Date: _____

We plan to propose the following action, subject to your input and our discussions during the IEP team meeting:

Description of the proposed action: _____

Prior to a final decision, you and the other members of the IEP team will be asked to consider whether this proposed action is in the best interest of your child. Below is an explanation of why this proposal is being made, a description of the procedures on which this proposal is based, and an explanation of any other options considered and why they were rejected. Please review this information carefully and call me if you have any questions.

Reasons for the proposal: _____

Description of each evaluation procedure, test, record, or report used as a basis for this proposal:

Other options considered and reasons why these options were rejected: _____

A description of any other factors relevant to this proposed action: _____

IEP Team Meeting Follow-Up Letter

Student's name: _____

School/district: _____

Date: _____

- | |
|--|
| <input type="checkbox"/> Initial IEP |
| <input type="checkbox"/> Annual review |
| <input type="checkbox"/> Special review |
| <input type="checkbox"/> Transition |
| <input type="checkbox"/> Reevaluation |
| <input type="checkbox"/> Manifestation
Determination Review |

Dear _____:

I am sorry you were unable to attend the IEP team meeting [*date and time*] _____ concerning the special learning needs of your child.

During the meeting, the IEP team reviewed and/or developed an IEP for your child. A copy of the IEP is enclosed. Please read it carefully. Refer to your copy of the State Department of Education booklet *Listing of Parental Rights* for a review of basic rights and responsibilities for parents of students in special education programs.

If you have any questions concerning this information, you may call me at _____ - _____ - _____ .

Thank you for your cooperation.

Very truly yours,

Name

Position

Enclosure

IEP Parent Information Sheet

The following are items that may be discussed at your child's IEP meeting as we are planning according to his or her educational goals.

RELATED SERVICES and AIDS. Related services and aids are educational services that are required to help a student with a disability benefit from special education. Please remember that not all services and aids listed below are appropriate for all children. It may be that your child does not require any of these services to benefit from his or her special education program.

Related services and aids may include

- speech-language services,
- physical and/or occupational therapy services (required only when needed for your child to benefit from his or her special education program),
- audiological services,
- counseling and guidance services,
- school health services,
- visual orientation and mobility services,
- transportation services,
- assistive technology devices and services,
- psychological services,
- mental health counseling,
- rehabilitation counseling, and
- social work services.

OTHER AREAS. There may be a discussion of whether your child needs classroom adjustments and instructional adaptations, such as behavior management plans and/or curriculum modifications.

STATEWIDE TESTING PROGRAMS. All students must participate in regular statewide and districtwide testing programs or in an alternate assessment. The IEP team will determine whether your child will be given an alternate assessment based on the participation criteria. Any individual accommodations or changes in the way that tests are given to your child or in the way that your child's tests are scored can be discussed at your child's IEP team meeting.

IEP Form

School Year: _____

Student's name: _____ Date of birth: _____

Social Security number: _____ Medicaid number: _____

Sex: _____ Grade: _____ District ID number: _____

Primary disability: _____

Other disabling conditions: _____

Percent of time student spends in special education: ☐ 0–20% ☐ 21%–60% ☐ 61%–100%

Date of IEP meeting: _____ Anticipated date of annual review: _____

IEP initiation date: _____ IEP ending date: _____

Anticipated date of reevaluation review: _____

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

Area(s) of Assessment	Method of Assessment*	Date	Findings

*Indicate name of test, observation/checklist, or other method of assessment.

Strengths: _____

Describe how the student's disability affects his or her involvement and progress in the general curriculum: _____

For preschool only: Describe how the disability affects the child's participation in appropriate activities: _____

RELATED SERVICES

Goals, objectives, and levels of performance are required for all related services other than routine or maintenance types, which require descriptions of the service. If an instructional activity is involved, however, goals, objectives, and levels of performance are required.

☐ Yes ☐ No If yes, specify and state frequency and location for each:

Related Service	Frequency	Location	Related Service	Frequency	Location
	/week			/week	
	/week			/week	
	/week			/week	

ACADEMIC PLANS FOR STUDENTS (APS)

If the student requires an APS, does the IEP serve as the APS? ☐ Yes ☐ No ☐ Not applicable

If the IEP does not serve as the APS, please specify where the APS is located: _____

PHYSICAL EDUCATION

- | | |
|---|--|
| <input type="checkbox"/> Regular | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Adaptive (Describe modifications below.) | <input type="checkbox"/> Requirements met |
| <input type="checkbox"/> Specially designed (Include goals and objectives.) | <input type="checkbox"/> Medical exemption |

Modifications needed: _____

CAREER AND TECHNOLOGICAL EDUCATION

- | | |
|---|---|
| <input type="checkbox"/> Regular | <input type="checkbox"/> Not applicable |
| <input type="checkbox"/> Adaptive (Describe modifications below.) | <input type="checkbox"/> Specially designed (Include goals and objectives.) |

Modifications needed: _____

TRANSITION SERVICES

Transition service needs must be discussed for students age fourteen and older during the effective dates of the IEP. Transition services will be discussed for younger students if the parent(s) or the IEP team determines it is appropriate.

Student interests and preferences: _____

- ☐ For students age fourteen and older during the effective dates of the IEP, transition service needs, focusing on the courses of study, are as follows: _____

- ☐ For students age sixteen and older during the effective dates of the IEP, transition services include objectives in the areas of

- ☐ instruction
- ☐ community experiences
- ☐ related services
- ☐ employment/other post-school living objectives

- ☐ For students age seventeen and older during the effective dates of the IEP, the IEP team verifies that the student has been informed of all rights under the IDEA, and the parents have been notified that the rights will be transferred to the student at age eighteen but that the parents will continue to receive required parental notices.

☐ Yes ☐ No ☐ Not applicable

EXTENDED SCHOOL YEAR (ESY)

- ☐ ESY services have been discussed and will be provided (see attached “ESY Addendum” form).
- ☐ ESY services will be determined at an IEP meeting prior to the end of the school year.
- ☐ ESY services have been discussed and are deemed not to be appropriate at this time (see attached “ESY Student Eligibility Review” form).

DISCIPLINE

The student will follow rules and policies as outlined in the school’s student handbook.

- ☐ Yes ☐ No. If *no*, explain adaptations to be made: _____
- _____
- _____

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN

- ☐ Yes (See attached plan.)
- ☐ No

DIPLOMA/CERTIFICATE

- ☐ State high school diploma (exit exam)
- ☐ State certificate
- ☐ District certificate
- ☐ Not applicable for grades K–8

PARTICIPATION IN STATEWIDE TESTING

Based on this student’s present levels of performance and on his or her goals and objectives, the student will participate in the following statewide and/or districtwide testing:

BSAP Exit Exam

- ☐ Yes ☐ No ☐ Not applicable
- ☐ Reading
- ☐ Mathematics
- ☐ Writing

HSAP

- ☐ Yes ☐ No ☐ Not applicable
- ☐ English language arts
- ☐ Mathematics

HSAP-Alternate

- ☐ Yes ☐ No ☐ Not applicable

PACT

- ☐ Yes ☐ No ☐ Not applicable
- ☐ English language arts (ELA), grade _____
- ☐ Mathematics, grade _____
- ☐ Social studies, grade _____
- ☐ Science, grade _____

PACT-Alternate

- ☐ Yes ☐ No ☐ Not applicable

SCRA

- ☐ Yes ☐ No ☐ Not applicable

SCRA-Alternate

- ☐ Yes ☐ No ☐ Not applicable

District Assessment

- ☐ Yes ☐ No ☐ Not applicable

If *yes*, specify title: _____

If *no*, specify how student will be alternately assessed:

End-of-Course Tests

- ☐ Yes ☐ No ☐ Not applicable

If *yes*, specify titles (including field tests):

Are the accommodations and modifications used in routine instruction and assessment necessary for the student to participate in testing? ☐ Yes ☐ No ☐ Not applicable

If yes, attach the appropriate accommodations and modifications worksheet(s) or specify here: _____

Norm-referenced tests (NRT) and field tests are administered to a sample of students each year. If the student is included in that sample but will not participate in the NRT or a field test, explain why the NRT or a field test is not appropriate for him or her: _____

PROMOTION/RETENTION

Are alternative promotion/retention standards required?

☐ Yes ☐ No If yes, describe: _____

REPORTING TO PARENTS

Progress toward annual goals will be reported to parents every [state the frequency] _____ by [state the method] _____ and will be measured by

- ☐ accomplishment of short-term objectives ☐ norm-referenced tests ☐ criterion-referenced tests
☐ curriculum-based measures ☐ observation
☐ other (specify): _____

MODIFICATIONS TO REGULAR EDUCATION

What supplementary aids and services will be provided to the student, or on behalf of the student, to support his or her advancement toward attaining the annual goals and his or her participation in academic, nonacademic, and extracurricular activities in the general educational curriculum and environment?

☐ Not applicable

Supplementary Services/Program Modifications or Supports	Frequency
<input type="checkbox"/> Itinerant	/week
<input type="checkbox"/> direct	/week
<input type="checkbox"/> indirect	/week
<input type="checkbox"/> Resource	/week
<input type="checkbox"/> Consultation	/week
<input type="checkbox"/> Educational interpreting/transliterating	/week
<input type="checkbox"/> Note taking	/week
<input type="checkbox"/> Assistive technology services	/week
<input type="checkbox"/> Shadow services	/week
<input type="checkbox"/> Applied behavior therapy services	/week
<input type="checkbox"/> Other (specify):	/week

Supplementary Aids
<input type="checkbox"/> Classroom modifications <input type="checkbox"/> Instructional adaptations <input type="checkbox"/> Time management <input type="checkbox"/> Augmentative communication <input type="checkbox"/> Large-print/braille texts <input type="checkbox"/> Auditory trainer/amplification <input type="checkbox"/> Curriculum adaptations <input type="checkbox"/> Assistive technology device(s) <input type="checkbox"/> Other (specify):

Describe specific supplementary services/program modifications or supports to be provided, and indicate the anticipated location: _____

Describe specific supplementary aids to be provided, and indicate the anticipated frequency and location: _____

Describe specific off-grade-level instructional modifications for each content area in which the student will be tested off grade level: _____

Hours/week or periods/week (a) in special education: _____ (b) in regular education: _____

LEAST RESTRICTIVE ENVIRONMENT (LRE) RECOMMENDATIONS

Is this student to be removed for more than 60 percent of the school day from the general educational environment?

☐ Yes ☐ No If *yes*, complete Parts I and II of the form titled "LRE Recommendations."

Is this student to be placed in a school other than the one he or she would normally attend if not disabled?

☐ Yes ☐ No If *yes*, complete Part II of the "LRE Recommendations" form.

FOR PRESCHOOL ONLY:

Is this child to be placed in a regular preschool class/program established primarily for children who are not disabled?

☐ Yes ☐ No If *no*, complete Part II of the form titled "LRE Recommendations, Preschool."

Is this child to be placed in a home-based program?

☐ Yes ☐ No If *yes*, complete Part II of the "LRE Recommendations, Preschool" form.

Is this child to be placed in a separate (self-contained) class established primarily for children with disabilities?

☐ Yes ☐ No If *yes*, complete Parts I and II of the "LRE Recommendations, Preschool" form.

TEAM MEMBERS

The individuals listed below have attended the IEP/LRE meeting and participated as equal members in the development of this IEP:

By our signatures below, we verify our agreement with the educational and related services to be provided to this student as delineated on this IEP form. Our LRE recommendations and this student's placement are based on the completed IEP and the regulations under the Individuals with Disabilities Education Act.

Signature	Position	Date

PARENT STATEMENT

- ☐ I have attended the IEP/LRE meeting and have participated as an equal member of the team in developing this IEP and in determining the least restrictive environment and placement for my child.
- ☐ I have read the IEP team documents or have had them read to me, and I understand their contents.
- ☐ I agree with the educational and related services to be provided to my child as delineated on the IEP form.
- ☐ I have received copies of the IEP team documents.
- ☐ I understand the IEP team process.

Signature of parent/legal guardian/surrogate parent

Date

IEP Goals and Objectives

Student’s name: _____

Goals: _____

☐ Instructional

☐ Related Service (specify):

☐ Transition

Location of services: _____

Short-Term Objectives/Benchmarks	Criteria for Mastery	Evaluation Method

ESY Student Eligibility Review Form

Student's name: _____ School: _____

Date of birth: _____ Classification: _____ Model: _____

Person completing form: _____ Position: _____ Date: _____

1. REGRESSION/RECOUPMENT

Was the student determined eligible for ESY services because of significant regression (loss of skills) and an inability to recover the skills previously mastered?

☐ Yes ☐ No Supporting data: _____

2. CRITICAL POINT IN INSTRUCTION/EMERGING SKILLS

Is the student at a critical point in instruction or in emerging academic, self-help, community access, or social/behavior skills and determined eligible for ESY services?

☐ Yes ☐ No Supporting data: _____

3. INTERFERING BEHAVIOR

Is the student exhibiting interfering behavior (e.g., ritualistic, aggressive, self-injurious) and determined eligible for ESY?

☐ Yes ☐ No Supporting data: _____

4. TRANSITION

Is the student preschool age (2½–5) or between the ages of 14 and 21 (or younger if the IEP team has indicated that transition is appropriate) and determined eligible for ESY?

☐ Yes ☐ No Supporting data: _____

5. SPECIAL CIRCUMSTANCES

Was the student determined eligible for ESY because of a significant loss of services due to the student's having more than twenty days of health-related absences without provision of hospital/homebound services?

☐ Yes ☐ No Supporting data: _____

Was the student entered in the program after the beginning of school and determined to be eligible for ESY?

☐ Yes ☐ No Supporting data: _____

If the student is eligible in one or more of the above areas, ESY services as determined by the IEP team must be provided to him or her.

ESY Addendum

Student's name: _____

Meeting date: _____

Goal: _____

Initiation date: _____

Location of services: _____

- ☐ Instructional
- ☐ Related Service (specify):

- ☐ Transition

Short-Term Objectives/Benchmarks			Criteria for Mastery	Evaluation Method
Special Education/Related Services Provided through ESY			Transportation	
Type of Service	Location of Service	Amount of Time Days/Week	<input type="checkbox"/> Yes If yes, check one: <input type="checkbox"/> Bus <input type="checkbox"/> Parent <input type="checkbox"/> Other: _____ <input type="checkbox"/> No	
			Team Members	
Materials and Equipment to Be Used			Parent Signature	
			I have participated in the development of this IEP addendum for ESY services, and I am in agreement that my child requires ESY services. _____ Signature of parent/legal guardian/surrogate parent	

IEP Documentation of Consideration of Special Factors

Student's name: _____ Date of IEP team meeting: _____

The IEP team has considered these special factors:

- ☐ The strengths of the student and the concerns of the parents for improving the education of their child.
- ☐ The results of the initial evaluation or the most recent evaluation of the student.
- ☐ As appropriate, the results of the child's performance on any general statewide or districtwide assessment programs.
- ☐ In the case of a student whose behavior impedes his or her learning or that of others, appropriate strategies including positive behavioral interventions and supports to address that behavior.
- ☐ In the case of a student with limited English proficiency, that student's particular language needs.
- ☐ In the case of a student who is blind or visually impaired, the provision for instruction in braille and in the use of braille unless the team determines—after an evaluation of the student's reading and writing skills and an appraisal of his or her needs with regard to appropriate reading and writing media, including an evaluation of his or her future need for instruction in braille or the use of braille—that instruction in braille or the use of braille is not appropriate for the student.
- ☐ The communication needs of the student and, in the case of a student who is deaf or hard of hearing, the full range of his or her language and communication needs, including opportunities for direct instruction in the student's language and communication mode and opportunities for the student to have direct communications with peers and professional personnel in his or her language and communication mode.
- ☐ Whether the student requires assistive technology devices and services.

If, in considering these factors, the IEP team determines that a student needs a particular device or service (including an intervention, accommodation, or other program modification) in order for him or her to receive a FAPE, the IEP team must include a statement to that effect in the student's IEP.

Documentation for Provision of Braille Instruction

This form is to be attached to the IEP of all students who are placed in a program for students with visual impairment *and* who are classified as *legally* blind.

Student's name: _____ Date: _____

Based on a review of records, the results of literacy media assessment, an evaluation of the student's reading and writing skills, and an appraisal of his or her needs with regard to the appropriate reading and writing media, including an evaluation of his or her future need for instruction in braille or the use of braille, the IEP team has made the following determination:

- ☐ Braille instruction should be provided for this student to meet his or her current and future needs. (See the "IEP Goals and Objectives" form for specific information regarding braille instruction.)
- ☐ Braille instruction is not required for this student at this time. The evaluation of his or her reading and writing skills and current and future needs indicate that the absence of braille instruction or use will not impair the student's ability to read and write effectively.

Student Progress Report

Student: _____

Student ID: _____

IEP begin date: _____

IEP exit date: _____

Progress codes: NB = Not Begun NI = Needs Improvement SP = Slowly Progressing P = Progressing M = Mastered

ANNUAL GOAL	Interim 1	Interim 2	Interim 3	Interim 4
	Progress: _____	Progress: _____	Progress: _____	Progress: _____
	Report Card 1	Report Card 2	Report Card 3	Report Card 4
	Progress: _____ Projected completion of goal: <input type="checkbox"/> May meet goal by end of year <input type="checkbox"/> May not meet goal by end of year	Progress: _____ Projected completion of goal: <input type="checkbox"/> May meet goal by end of year <input type="checkbox"/> May not meet goal by end of year	Progress: _____ Projected completion of goal: <input type="checkbox"/> May meet goal by end of year <input type="checkbox"/> May not meet goal by end of year	Progress: _____ Projected completion of goal: <input type="checkbox"/> May meet goal by end of year <input type="checkbox"/> May not meet goal by end of year
Objective	Interim 1	Interim 2	Interim 3	Interim 4
	Progress: _____	Progress: _____	Progress: _____	Progress: _____
	Report Card 1	Report Card 2	Report Card 3	Report Card 4
	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:
Objective	Interim 1	Interim 2	Interim 3	Interim 4
	Progress: _____	Progress: _____	Progress: _____	Progress: _____
	Report Card 1	Report Card 2	Report Card 3	Report Card 4
	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:
Objective	Interim 1	Interim 2	Interim 3	Interim 4
	Progress: _____	Progress: _____	Progress: _____	Progress: _____
	Report Card 1	Report Card 2	Report Card 3	Report Card 4
	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:
Objective	Interim 1	Interim 2	Interim 3	Interim 4
	Progress: _____	Progress: _____	Progress: _____	Progress: _____
	Report Card 1	Report Card 2	Report Card 3	Report Card 4
	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:	Progress: _____ Percent or level achieved:

LRE Recommendations

Parts I and II

PART I: If the student is to be removed from the regular education environment, complete *both* Part I and Part II. Documentation must be included in the student's file to support the decisions reached during the IEP team meeting.

Does the nature and severity of this student's disability affect his or her educational performance?

☐ Yes ☐ No

Does the presence of this student in the regular educational environment substantially and consistently create a disruption that adversely affects the educational performance of his or her nondisabled peers?

☐ Yes ☐ No

Does the IEP team agree that removal of this student from the regular educational environment is necessary even with the provision of appropriate supplementary aids and services? ☐ Yes ☐ No

Indicate academic, nonacademic, and extracurricular activities in which this student will participate with age-appropriate nondisabled students. For each activity, specify the extent of time (e.g., hours per week) this student will participate with nondisabled students.

Activity	Description	Extent
<input type="checkbox"/> Subject area(s): _____		_____/____
<input type="checkbox"/> Meals: _____		_____/____
<input type="checkbox"/> Homeroom/assemblies: _____		_____/____
<input type="checkbox"/> Field trips: _____		_____/____
<input type="checkbox"/> Clubs/special interests: _____		_____/____
<input type="checkbox"/> Athletics/recreational: _____		_____/____
<input type="checkbox"/> Study hall/library: _____		_____/____
<input type="checkbox"/> Fine arts: _____		_____/____
<input type="checkbox"/> Other: _____		_____/____

Describe any specific types of academic, nonacademic, or extracurricular activities that, even though otherwise appropriate, are inadvisable for this student because of his or her medical condition or other conditions: _____

Explain the extent, if any, to which the student will not participate with nondisabled children in the regular class and in any nonacademic or extracurricular activities: _____

Based on this child's completed IEP and on the IEP team's consideration of each of the location options enumerated below, the appropriate placement for this student is

☐ regular class with supportive services (itinerant/resource)

☐ self-contained class

☐ special school

☐ hospital/medical homebound

☐ home-based

☐ community agencies (e.g., Head Start for preschool children)

☐ other (*specify*): _____

☐ located in the school that the student would normally attend if not disabled

☐ located in another regular school in the school district

☐ located in a regular school in a neighboring school district, arranged through a multidistrict agreement

☐ located in a separate (segregated) facility in the school district

☐ located in a separate (segregated) facility in a neighboring school district, arranged through a multidistrict agreement

☐ located in a residential facility within the state

☐ located in a residential facility outside of the state

☐ located in a hospital setting or at the child's residence

☐ located in another setting (*specify*): _____

Part II. If the student is *not* to be placed in the school that he or she would normally attend if not disabled, complete *only this part*:

Does the IEP team verify that the educational placement considered is as close as possible to the student's home?

☐ Yes ☐ No

Does any member of the IEP team have reason to suspect that any potential harmful effect on the student or on the quality of services may result from placing him or her in the program option recommended by the IEP team?

☐ Yes ☐ No

If yes, specify: _____

Does the IEP team verify that if a separate (segregated) facility is recommended, this facility, as well as the services and activities at this facility, is comparable to other facilities, services, and activities of the school district?

☐ Yes ☐ No

Does the IEP team verify that if the disabled student is recommended for placement in a separate (segregated) facility, the placement is based on the specific needs of the student and *not* on the basis of his or her disability?

☐ Yes ☐ No

LRE Recommendations, Preschool

Parts I and II

Documentation must be included in the child's file to support the decisions reached during the IEP team meeting.

PART I. If the child is to be placed in a separate (self-contained) class established primarily for children with disabilities, complete all of the questions on this form.

Does the nature and severity of this child's disability support placement in a separate (self-contained) class for children with disabilities? ☐ Yes ☐ No

Does the presence of this student in the regular educational environment substantially and consistently create a disruption that adversely affects the educational performance of his or her nondisabled peers? ☐ Yes ☐ No

Does IEP team verify that this child's participation in a separate class would still be necessary even with the provision of supplementary aids and services? ☐ Yes ☐ No

PART II. If the child will not be placed in a regular preschool class/program established primarily for children who are not disabled or if the child will be placed in a home-based program, complete *only this part* of the form:

Will opportunities for interaction with nondisabled peers be provided for this child? ☐ Yes ☐ No

If no opportunities will be provided, explain why this is the case: _____

Based on this child's completed IEP and the IEP team's consideration of each of the location options enumerated below, the appropriate placement for this child is

☐ regular preschool class/program ☐ home-based preschool program ☐ separate (self-contained) preschool class

☐ located in the child's community (e.g., day-care center, community child development programs, Head Start program)

☐ located in a neighboring community

☐ provided at the child's home

☐ located in the child's home school district

☐ located in a neighboring school district, arranged through a multidistrict agreement

☐ located in a separate (segregated) facility in the child's home school district

☐ located in a separate (segregated) facility in a neighboring school district, arranged through a multidistrict agreement

☐ located in a residential facility within the state

☐ located in a residential facility outside of the state

☐ located in another setting (*specify*): _____

Does the IEP team verify that the educational placement being considered for this child is as close as possible to the child's home? ☐ Yes ☐ No

Does any member of the IEP team have reason to suspect that any potential harmful effect on the child or on the quality of services may result from placing him or her in the program option recommended by the IEP team? ☐ Yes ☐ No

If yes, specify: _____

Does the IEP team verify that if a separate (segregated) facility is being recommended for this child, this facility, as well as the services and activities at this facility, is comparable to other facilities, services, and activities of the school district?

☐ Yes ☐ No

Does the IEP team verify that if the child is being recommended for placement in a separate (segregated) facility, this placement is based on the specific needs of the child and *not* on the basis of his or her disability?

☐ Yes ☐ No

LRE Documentation

Student's name: _____ Date completed: _____

SCHOOL-AGED STUDENTS:

How does the nature and severity of this student's disability affect his or her educational performance?

How does the presence of this student in the regular educational environment substantially and consistently create a disruptive effect on the educational performance of his or her regular classroom peers?

Were interventions attempted and results obtained with this student during the past twelve months to accommodate him or her in the regular education environment? ☐ Yes ☐ No

☐ Documentation of interventions attempted within last twelve months is attached.

PRESCHOOL CHILDREN:

How does the nature and severity of this child's disability support placement in a separate (self-contained) class for children with disabilities?

How would this child's presence in a regular preschool class/program substantially and consistently disrupt the performance of his or her nondisabled peers? _____

What interventions were attempted in the home or preschool environment to facilitate this child's participation in a regular preschool class/program? _____

What opportunities for interaction with nondisabled peers are to be provided for this child?

Activity	With Whom?	Where?	How Often?

IEP Intervention Documentation

Student's name: _____ School year: _____

What steps have been taken to promote participation of this student in a less restrictive environment?

LOCATION	INTERVENTION	DATE BEGUN	DATE ENDED	OUTCOME/RESULTS

Additional comments: _____

Functional Behavioral Assessment

Student: _____ Grade: _____ School: _____ Date: _____

Participants:

Describe the behavior/incident that prompted this functional behavioral assessment (FBA):

From the above statement identify the *one behavior* to be targeted for interventions (remember that this behavior must be observable and measurable):

When is the student most successful? In other words, when *doesn't* the problem behavior occur?

ANTECEDENTS: the setting, circumstances, and “triggers” that precede or predict the problem behavior

WHEN is the problem behavior most likely to occur?

- ☐ Morning—*approximate time(s)*: _____
- ☐ Afternoon—*approximate time(s)*: _____
- ☐ Before/after school
- ☐ Lunch/recess
- ☐ Other (*specify*): _____
- ☐ Time of day does not seem to affect this behavior

WHERE is the problem behavior most likely to occur?

- ☐ Regular education classroom
- ☐ Hallways
- ☐ Special education classroom
- ☐ Cafeteria
- ☐ Other (*specify*): _____
- ☐ Location does not seem to affect this behavior

During what **SUBJECT/ACTIVITY** is the problem behavior most likely to occur?

- ☐ Subject(s) _____
- ☐ Seat work
- ☐ Unstructured activities
- ☐ Group activities
- ☐ Transitions
- ☐ Lesson presentation
- ☐ Task explanations
- ☐ Other (*specify*): _____
- ☐ Subject/activity does not seem to affect this behavior

ANTECEDENTS (continued)

What **PEOPLE** are present when the problem behavior is most likely to occur? *Check all that apply:*

- ☐ Teacher
- ☐ Classmates
- ☐ Other staff
- ☐ Other peers
- ☐ Other (*specify*): _____
- ☐ Who is present does not seem to affect this behavior

OTHER EVENTS or CONDITIONS

- ☐ A demand or request
- ☐ Unexpected changes in schedule or routine
- ☐ Consequences imposed for behavior
- ☐ Comments/teasing from other students
- ☐ Environmental issues: noises, lighting, and so on
- ☐ Other (*specify*): _____

CONSEQUENCES: the results that follow and reinforce the problem behavior by allowing the student to gain something or avoid/escape something

What “payoff” does the student obtain when he or she demonstrates the problem behavior? *Check all that apply.*

The student GAINS

- ☐ Teacher/adult attention
- ☐ Peer attention
- ☐ Desired item or activity
- ☐ Control over others or situation
- ☐ Other (*specify*): _____

The student AVOIDS or ESCAPES

- ☐ Teacher/adult attention
- ☐ Peer attention
- ☐ Non-preferred activity, task, or setting
- ☐ A difficult task or frustrating situation
- ☐ Other (*specify*): _____

What has been tried thus far to change the problem behavior?

- ☐ This is a first occurrence and will be addressed through this FBA and the behavioral intervention plan.
- ☐ Implemented rules and consequences for behavior are posted.
- ☐ A behavior or academic contract has been implemented.
- ☐ A home/school communication system has been implemented.
- ☐ The curriculum has been adapted. *How?* _____

- ☐ Instruction has been modified. *How?* _____

- ☐ The schedule has been adjusted. *How?* _____

- ☐ Conferences with parents were held. *Specify dates:*

- ☐ The student was sent to the office. *Specify dates:*

ASSESSMENT AND ANALYSIS: INFORMATION AND DATA COLLECTION

A variety of data collection methods are used to determine the function of a behavior. The amount and type of methods used will depend on individual issues with each student. “Triangulating” the data by using at least three data sources strengthens the resulting hypothesis.

Check all methods that are currently in use:

- ☐ Student observation (*specify*: scatter-plot, frequency, time-sampling, etc.)
- ☐ File review (review information for patterns and trends of behavior, medical/health issues, etc.)
- ☐ Interviews: staff, parent/guardian, student, outside agency/professional
- ☐ A-B-C log (observation and documentation of antecedents, behaviors, consequences)
- ☐ Other (*specify*): _____

NOTE: Attach copies of data collection documents as needed.

FUNCTION OF PROBLEM BEHAVIOR

Summarize the data by completing the statement below.

EXAMPLES:

- “**When** in the halls before school, after school, and during transitions, **this student** pushes and verbally threatens other students **in order to** gain status and attention from peers.”
- “**When** working on independent seatwork during his regular education math class, **this student** puts his head on his desk **in order to** escape work that is too difficult/frustrating.”

When [*summarize antecedents*] _____

this student [*identify the problem behavior*] _____

in order to [*summarize “payoff”*] _____

REPLACEMENT BEHAVIOR

Identify the replacement behavior by completing the statement below. Remember that the replacement behavior is *not* the absence of the problem behavior—for example, do not write: “Rather than hitting, I want this student to keep his hands to himself.” Instead, write a description of the behavior that the student will perform *in place of* the problem behavior. Replacement behavior could include socially appropriate alternative behavior, coping skills, anger management techniques, techniques of dealing with frustrating situations, self-advocacy, and so forth.

EXAMPLES:

- **Rather than** pushing students and threatening to beat them up, **I want this student to** walk in the halls with his hands to his side and say “hello” to those with whom he wishes to interact.
- **Rather than** putting his head on his desk because he doesn't know how to do a problem, **I want this student to** raise his hand for help and move on to the next problem while waiting for my assistance.

REPLACEMENT BEHAVIOR (continued)

Rather than [*identify the problem behavior*] _____

I want this student to [*define replacement behavior*] _____

☐ This definition is **observable and measurable**.

Behavioral Intervention Plan

Student: _____ **Grade:** _____ **School:** _____ **Date :** _____

Date FBA completed: _____ [NOTE: A functional behavioral assessment (FBA) must be completed as the basis for this behavioral intervention plan (BIP). *Make certain that the FBA is attached to this form.*]

Participants' signatures:

Student: _____ Parent(s): _____

Teacher: _____ Teacher: _____

Teacher: _____ Teacher: _____

Administrator: _____ Other: _____

Other: _____ Other: _____

This BIP will be developed through (*check one*)

☐ student support team

☐ 504 (ADA) committee

☐ IEP team

Projected dates to review this plan:

Describe the behavior/incident that prompted this FBA and BIP:

Describe the behavior that was identified on the FBA to be targeted for interventions (remember that the behavior must be observable and measurable):

First Priority: PREVENTION
Environmental Accommodations

From the “Antecedents” section of the FBA, describe changes that could be made in the environment for the purpose of managing, diminishing, or eliminating the behavior of concern:

Second Priority: INSTRUCTION
Replacement Behavior

Restate the replacement behavior identified on the FBA:

Rather than *[identify the problem behavior]* _____

I want this student to *[define replacement behavior]* _____

Teaching strategies:

- ☐ Individual instruction
- ☐ Demonstration/modeling
- ☐ Guided practice
- ☐ Role-play
- ☐ Small group instruction
- ☐ Peer tutoring
- ☐ Other (*specify*):

Describe the instructional plan: _____

Who will teach the replacement behavior? _____

How often will instruction be given? _____

Describe the data collection process for determining the effectiveness of the replacement behavior instruction:

Describe any reinforcing consequences to be used: _____

PACT Testing Accommodations/Modifications Worksheet

Grades 3 through 8

The following accommodations/modifications are available to every student with a documented disability whose IEP requires the accommodation/modification for daily instruction and assessment. Please refer to the State Department of Education's *Palmetto Achievement Challenge Tests: Test Administration Manual* for complete descriptions and administration directions.

Setting

- ☐ In a small group in a separate location
- ☐ Individually in a separate location
- ☐ In a location with minimal distractions
- ☐ Preferential seating
- ☐ Other (*specify*): _____

Timing

- ☐ Extend time allotted to complete the test.
- ☐ Allow frequent breaks during testing.
- ☐ Other (*specify*): _____

Scheduling

- ☐ Administer the test in several sessions. Estimate the duration of each session: _____
- ☐ Administer the test over several days. Estimate the duration of each day's session: _____
- ☐ Administer the test in the afternoon rather than in the morning.
- ☐ Other (*specify*): _____

Response

- ☐ Student marks answers in test booklet.
- ☐ Student write responses on bold-line paper.
- ☐ Student types responses.
- ☐ Student dictates, signs, or indicates answers to a scribe.
- ☐ Student dictates extended writing response to a scribe.
- ☐ Student brailles responses.
- ☐ Student signs a draft that is videotaped for extended writing response.
- ☐ Other (*specify*): _____

Presentation

- ☐ Directions are highlighted by test administrator or student.
- ☐ Reading passages are highlighted by student only.
- ☐ Loose-leaf version is used.
- ☐ Large-print version is used.
- ☐ Braille version is used.
- ☐ Color overlays are used.
- ☐ Cues to test-booklet directions are provided by test administrator.
- ☐ Oral/signed administration of mathematics, science, or social studies is used.
- ☐ Directions for ELA are read aloud by test administrator.
- ☐ Test is read aloud by student to him- or herself.
- ☐ Directions are repeated/signed to administrator by student.
- ☐ Any directions or passages that are normally read aloud to students are signed, cued, or communicated through a sign language interpreter/transliterator
- ☐ Other (*specify*): _____

Supplemental Materials and Devices

- ☐ Amplification equipment
- ☐ Noise buffer
- ☐ Magnifying device
- ☐ Pointer
- ☐ Noncalibrated ruler, template, or other devices to assist in maintaining visual attention
- ☐ Braillewriter, braille note-taking device, typewriter, or word processor
- ☐ Pencil grips
- ☐ Large diameter pencil
- ☐ Special adaptive/assistive devices
- ☐ Abacus (for braille students only)
- ☐ Manipulatives (*specify*): _____
- ☐ Bold-line paper
- ☐ Special lighting
- ☐ Adaptive or special furniture
- ☐ Special acoustics
- ☐ Tape recorder and cassette
- ☐ Television monitor, video camera, and VCR
- ☐ Other (*specify*): _____

Other Accommodations

- ☐ Special test preparation
- ☐ "Poor speller's dictionary" (testing in ELA grades 1–5 and during Day 2 of the ELA grades 6–8)
- ☐ Other (*specify*): _____

Modifications Requiring Coding on Score Report

- ☐ Alternative scoring for extended-response items
- ☐ Extended writing modifications
- ☐ Calculator
- ☐ Testing off grade level
- ☐ Oral administration or signed administration of ELA tests
- ☐ Other (*specify*): _____

Customized Forms

- ☐ Large print
- ☐ Loose-leaf
- ☐ Braille Form H

Signed administration:

- ☐ Pidgin Signed English (PSE)
- ☐ American Sign Language (ASL)
- ☐ Signed Exact English (SEE)
- ☐ Other (*specify*): _____

High School Assessment Program Testing Accommodations/Modifications Worksheet

The following accommodations/modifications are available to every student with a documented disability whose IEP requires the accommodation/modification for daily instruction and assessment. Please refer to the State Department of Education's *High School Assessment Program: Test Administration Manual* for complete descriptions and administration directions.

Setting

- ☐ In a small group in a separate location
- ☐ Individually in a separate location
- ☐ In a location with minimal distractions
- ☐ Preferential seating
- ☐ Other (*specify*): _____

Note: A monitor is required to be present during all administrations.

Timing

- ☐ Extend time allotted to complete the test.
- ☐ Allow frequent breaks during testing.
- ☐ Other (*specify*): _____

Note: The writing portion of the exam must begin on the day specified in the testing scheduled. If at all possible, the writing subtest should be completed in one day.

Scheduling

- ☐ Administer the test in several sessions. Estimate the duration of each session: _____
- ☐ Administer the test over several days. Estimate the duration of each day's session: _____
- ☐ Administer the test in the afternoon rather than in the morning.
- ☐ Other (*specify*): _____

Note: The writing portion of the exam must begin on the day specified in the testing scheduled. If at all possible, the writing subtest should be completed in one day.

Response

- ☐ Student marks answers in test booklet.
- ☐ Student writes responses on bold-line paper.
- ☐ Student types responses.
- ☐ Student dictates, signs, or indicates answers to a scribe.
- ☐ Student writes first draft of composition on a Braillewriter.
- ☐ Students signs a draft that is videotaped for extended writing response.
- ☐ Other (*specify*): _____

Presentation

- ☐ Directions are highlighted by test administrator or student.
- ☐ Reading passages are highlighted by student only.
- ☐ Cues to test-booklet directions are provided by test administrator.
- ☐ Oral/signed administration of mathematics is used.
- ☐ Test is read aloud by student to him- or herself.
- ☐ Directions are repeated/signed to administrator by student.
- ☐ Any directions or passages that are normally read aloud to students are signed, cued, or communicated through a sign language interpreter/transliterator.
- ☐ Other (*specify*): _____

Supplemental Materials and Devices

- ☐ Amplification equipment
- ☐ Noise buffer
- ☐ Magnifying device
- ☐ Pointer
- ☐ Noncalibrated ruler, template, or other devices to assist in maintaining visual attention
- ☐ Braillewriter, braille note-taking device, typewriter, or word processor
- ☐ Pencil grips
- ☐ Large diameter pencil
- ☐ Special adaptive/assistive devices
- ☐ Abacus, number line, or manipulatives
- ☐ Color overlays
- ☐ Bold-line paper
- ☐ Special lighting
- ☐ Adaptive or special furniture
- ☐ Special acoustics
- ☐ Tape recorder and cassette
- ☐ Television monitor, video camera, and VCR
- ☐ Other (*specify*): _____

Other Accommodations

- ☐ "Poor speller's dictionary" or electronic speller (only during session 2 of Day 2 of ELA)
- ☐ Other (*specify*): _____

Modifications

- ☐ Spell checker, a word prediction program, a word processor that includes a spell checker, and/or a voice-activated processor.
- ☐ Oral/signed administration of ELA
- ☐ Alternative scoring of extended writing response (ELA)
- ☐ Other (*specify*): _____

Note: Modifications compromise the validity and alter the meaning of the test scores.

Customized Forms

- ☐ Braille test booklet
- ☐ Large-print test booklet
- ☐ Loose-leaf test booklet
- ☐ Oral Administration Script
- ☐ Audiocassette tapes for oral administrations
- ☐ Videocassette tapes for signed administrations
 - ☐ Pidgin Signed English (PSE)
 - ☐ American Sign Language (ASL)
 - ☐ Signed Exact English (SEE)
- ☐ Other (*specify*): _____

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